DOCUMENT RESUME

ED 284 869 SP 029 283

TITLE	Research Grants Series No. 1.
INSTITUTION	Queensland Board of Teacher Education, Toowong (Australia).
REPORT NO	ISBN-0815-7243
PUB DATE	Jul 85
NOTE	51p.
PUB TYPE	Reports - Research/Technical (143) -- Collected Works - General (020)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Admission Criteria; Educational Research; Foreign Countries; Higher Education; *Practicum Supervision; Preservice Teacher Education; *Reading Instruction; *Second Language Instruction
IDENTIFIERS	*Australia (Queensland)

ABSTRACT

The Queensland Board of Teacher Education instituted a small grants scheme to encourage research into teacher education. This document contains summaries of four projects. The first, "Admission of Student Teachers Using Both Academic and Non-Academic Criteria" (Phil Meade and David Smith), investigated the performance of teacher education students admitted through a special procedure that took into account non-academic criteria. The second, "The Skills of Primary Pre-Service Teacher Education Students in Relation to Speaking and Teaching of Languages Other Than English (LOTEs)" (Gary Birch), surveyed first-year teacher candidates to see how many had studied or learned informally a language other than English and how many of these would like to teach that language in primary school. The third summary, "Desirable Characteristics of Supervising Personnel in Schools" (C. A. Yarrow and others), surveyed teacher educators, school administrators and teachers, and third-year teacher candidates to find out what characteristics were perceived to be needed by field experience supervisors. The last summary, "The Formation of Teachers of Reading" (J. W. Lennon and others), provides information about teachers' concepts of reading instruction contrasting experienced teachers, beginning teachers, and student teachers. (MT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED284869

RESEARCH GRANTS SERIES

No. 1

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N. H. Fry

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP 029 283

RESEARCH GRANTS SERIES

No. 1

Board of Teacher Education,
P.O. Box 389, Toowong. Q. 4066.

July 1985

ISSN 0815-7243

FOREWORD

In recent years, the Board of Teacher Education has instituted a small grants scheme to encourage research into teacher education. Under the scheme, limited funds are provided each year to a number of researchers to assist them in undertaking projects of particular interest to the Board.

As projects carried out with assistance from the scheme are completed, the Board will be publishing summaries of reports which it feels are of interest to a wider audience.

The Board's policy is that its publications will not be the subject of copyright restrictions. Teachers, teacher educators and others are encouraged to make use of the material contained in these reports.

Further details concerning individual projects, including information on the availability of the full reports, may be obtained from the researchers concerned.

LIST OF CONTENTS

Page

ADMISSION OF STUDENT TEACHERS USING BOTH ACADEMIC AND NON-ACADEMIC CRITERIA 1

Phil Meade and David Smith,
Brisbane College of Advanced Education

THE SKILLS OF PRIMARY PRE-SERVICE TEACHER EDUCATION STUDENTS IN RELATION TO SPEAKING AND TEACHING OF LANGUAGES OTHER THAN ENGLISH (LOTEs) 11

Gary Birch,
Brisbane College of Advanced Education

DESIRABLE CHARACTERISTICS OF SUPERVISING PERSONNEL IN SCHOOLS 23

C.A. Yarrow (Convener), N.A. Beer, G.A. Costin, M.F. Fogarty, W.J. Foster, I.E. Kelk, D.R. Massey, H.M.C. Williams,
Brisbane College of Advanced Education

THE FORMATION OF TEACHERS OF READING 39

J.W. Lennon (Convener), A.K. Albion, G.M. Bohane, W.J. Foster, D.S. Green, P.S. Inglis, D.P. Jones, J.D. Lange, D.R. Massey, J.H.G. Smith, H.M.C. Williams,
Brisbane College of Advanced Education

ADMISSION OF STUDENT TEACHERS USING BOTH ACADEMIC AND NON-ACADEMIC CRITERIA

Phil Meade and David Smith,
Brisbane College of Advanced Education

INTRODUCTION

In Australia, the selection of students for pre-service teacher education courses is based mainly upon academic achievement at school level. While academic competence is clearly a pre-requisite for effective teaching, the use of school achievement as the sole criterion for the selection of student teachers may be questioned on several grounds.

Meade (1971, 1981) found that correlations between academic achievement at school and tertiary levels were of the order of 0.3. At this strength of correlation, approximately 90 per cent of the variance in academic achievement at tertiary level is unaccounted for by that at the school level. Other studies have reported higher correlations between achievement at school and tertiary institutions but these were not designed to determine the students' ultimate effectiveness as teachers (e.g. Watkins, 1979). In all, only three studies have been found to have examined the relationship between school achievement, achievement during teacher training, and ultimate teaching success (Start, 1979, p.45). It was concluded from the results of these studies that ". . . selection, training and professional progress, as these are commonly regarded, are unrelated" (Start, 1979, p.45).

Another indication of the limitations of using school achievement as the sole predictor of success at college or university is the achievement of an increasing number of mature-age students in tertiary institutions. Although a considerable proportion of these students have not completed their secondary schooling prior to commencing their tertiary studies, Eaton and West (1980, p.51) state:

> "Whatever their qualifications for entry, their performance can be described in one word: successful. As a body, they tend to gain good marks, have excellent pass rates and acceptable attrition rates. In so far as comparisons can be made with normal students they perform as well if not better."

While school achievement scores have been shown to have severe limitations both as predictors of achievement at tertiary level and of future teaching effectiveness, the use of personal qualities for predictive purposes has also proved disappointing. It should be noted, however, that there are few studies which have investigated the relationship between personal qualities evidenced prior to teaching and subsequent

teacher effectiveness. Furthermore, any investigations seeking to establish such a relationship are fraught with methodological problems, such as providing acceptable operational definitions of the personal qualities concerned and establishing acceptable criteria for assessing teacher effectiveness (e.g. see Kyriacou and Newson, 1982). There is also evidence to suggest that contextual factors are important mediators of teacher effects (e.g. see Brophy, 1982).

Although it is difficult to demonstrate an empirical relationship between intellectual and personal qualities on the one hand, and effectiveness as a teacher on the other, a number of government reports (e.g. Auchmuty, 1980) have concluded that certain personal characteristics are likely to enhance success as a teacher.

The BCAE *Rationale and Guidelines* (Meade et al., 1983) identifies a number of the demands placed upon teachers and enumerates the personal, professional and intellectual qualities required of teachers if they are to meet these demands. These demands include the need to: provide a variety of learning structures and experiences; provide adequately for a range of individual differences; assume greater responsibility for curriculum development and for an increasingly wide range of educational decisions; collaborate with colleagues in the process of decision-making and planning; relate to the wider community and draw upon its resources; and engage in a process of continuing personal and professional development.

A number of desirable personal qualities have been enumerated in the *Rationale and Guidelines*, where it is argued that the demands made upon teachers imply that they should display personal autonomy and be: well educated, with a high regard for excellence and scholarship; humane, with a genuine respect and liking for each individual and an ability to relate to, and communicate with, other persons; responsible, with a regard for the social and natural environment; resourceful and creative, with the flexibility to adapt to changing situations; and critical, with the power to evaluate the relative merits of proposed changes. It is apparent that teachers who possess these personal qualities will be well-equipped to respond to demands placed on them in contemporary schools.

The recognition that a variety of personal qualities is necessary for the adequate performance of a complex professional role has also been reflected in the admission procedures for medical students developed by the University of Newcastle (University of Newcastle, 1977). These procedures have continued to make use of a stringent academic criterion but broaden the admission criteria by taking account of personal qualities identified as being essential to effectiveness as a medical practitioner. The admission procedure has been based on the premise that although personal and professional qualities may be developed as a consequence of professional training, certain personal qualities such as warmth and empathy must be present prior to the commencement of training.

The Special Admissions Procedure (SAP) developed at Kelvin Grove Campus of BCAE shared some of the features of the Newcastle admission procedure. It too was based upon an analysis of the personal qualities necessary for performing the roles associated with the profession and it too was based on the premise that these personal qualities should be evident before the commencement of professional training. The BCAE SAP took account of an applicant's academic ability by requiring academic achievements equivalent to Year 12 schooling as a precondition for admission.

To sum up, the BCAE SAP responded to the Auchmuty proposal that institutions should utilise non-academic as well as academic criteria in their selection procedures and ". . . publish their procedures and standards, and also the initial validation studies from which the criteria and standards were derived" (Auchmuty, 1980, p.xxxvii). An evaluation of the SAP may provide early evidence concerning its effectiveness.

THE DEVELOPMENT OF THE SPECIAL ADMISSION PROCEDURE

The development of the SAP for 1981 mid-year entrants into Diploma of Teaching (Secondary) courses in the areas of Commercial Studies and Home Economics was guided by a rationale incorporating the following elements:

(a) academic achievement would constitute one criterion in the SAP, but it was recognised that it was not the only valid index of academic competence. Successful accomplishment in certain careers and successful completion of a variety of post-school courses, e.g. TAFE courses, were recognised as alternative indices of academic competence. One constraint placed upon the development of an SAP was that students should be able to demonstrate academic achievement which could be regarded as more-or-less equivalent to the completion of Year 12 schooling;

(b) personal qualities likely to promote success as a student and as a teacher would play an important part in the SAP;

(c) demonstrated mastery of specific skills and competencies relevant to the selected course of study would also be given weight, e.g. demonstrated competence in book-keeping, shorthand and typing were considered relevant to potential success in the Commercial Studies course;

(d) the SAP would take into account the aims and objectives of BCAE courses in Art, Commercial Studies and Home Economics. In accordance with the recommendations of Rawlinson and Burnard (1978) regarding the need for institutions concerned with teacher education to make their values and goals explicit, it was decided that there should be a serious attempt to define the competencies and personal qualities needed in student teachers entering these three courses;

(e) the SAP should incorporate elements of a self-selection model. The procedure should encourage applicants to evaluate their ability, interests and motivation in relation to what would be expected of them as students and as teachers. As far as possible, therefore, obviously unsuitable applicants should be encouraged to come to a recognition of their own unsuitability rather than see themselves as rejected by BCAE;

(f) the validity of the SAP should be assessed by means of a follow-up study.

The SAP development involved the following stages:

(a) the placing of advertisements in the local press inviting applications from persons wishing to gain mid-year admission to the Diploma of Teaching (Secondary) courses in Art, Home Economics or Commercial Studies;

(b) the forwarding of a standardised application form to intending students to supply information regarding their work experience, study experience, interests and reasons for wishing to become a teacher. Applicants were also asked to furnish the names of two referees and to make themselves available for an interview, if required;

(c) referees were asked to supply a confidential report on a standardised form designed to encourage referees to provide information and judgements particularly relevant to the applicant's potential success as a student and as a teacher;

(d) each applicant was invited to attend an interview session held at Brisbane College of Advanced Education, as a result of which the interview panel completed an Admission Report.

IMPLEMENTATION OF THE SPECIAL ADMISSION PROCEDURE

The admission interview constituted a central element in the SAP and was based on an interview schedule which had been piloted and developed over a period of several months. The compilation of this interview schedule was based upon several sources of

information, viz.: a review of the literature relating to the characteristics of successful teachers; submissions by all college departments and by interested individuals regarding the requirements for probable success initially as a student and later as a teacher of Art, Commercial Studies or Home Economics; and literature relating to interviewing procedures and techniques. Interview panels were composed of three persons - one representing the relevant course or principal teaching area chosen by the student, one representing the Department of Education Studies at Brisbane College of Advanced Education, and one representing the second teaching area chosen by the student (all secondary students at Brisbane College of Advanced Education are required to undertake units in two teaching areas).

The interview procedure required interviewers to make a collaborative, summative assessment of the interviewee in relation to four broad areas: educational qualifications/performance; experiences/interests in the principal and second teaching areas; personal suitability; and motivation to undertake a tertiary education course. For each area the rating was based on a descriptive scale comprising five categories: to an outstanding extent; to a great extent; to some extent; to little or no extent; not observed or no comment. In addition to these ratings, provision was made for a global assessment and a final recommendation regarding admission in terms of four categories: highly recommended; recommended; recommended with reservation; and not recommended.

Interviews took place in a large hall, permitting several interviews to be conducted simultaneously. Prior to interviewing, all members of the interview panels received copies of the *Interview Schedule* and the *Guidelines for the Interview and Selection of Applicants for Pre-Service Teacher Training Courses*, and underwent a thorough briefing. Where possible, interviewers examined referees' reports prior to the interview but in some cases the reports were made available only at the interview or shortly after its completion. In several cases, only one referee submitted a referee's report. Each interview lasted approximately 30-40 minutes.

A total of 68 mid-year applications were interviewed in 1981 - 29 for Commercial Studies and 39 for Home Economics. No applications for the Art course were received. On the basis of these interviews: (a) 26 of the 29 Commercial Studies applicants were offered a place (three were not recommended); (b) 18 of the 39 Home Economics applicants were offered a place (two were not recommended while 19 were excluded for consideration as they did not meet one of the preconditions for admission, viz. ability to demonstrate evidence of having completed post-school studies which were the equivalent of Year 12 schooling). Nineteen Commercial Studies applicants and 15 Home Economics applicants accepted a place.

In order to gain additional information concerning the admission procedure, it was decided to use the interview schedule and referee's report for mature age applicants seeking admission to Art and Commercial Studies courses at the commencement of the 1982 academic year. Six Art applicants and 12 Commercial Studies applicants were interviewed and places offered to five Art and 11 Commercial Studies applicants on the basis of the interview. Five of the former group and seven of the latter accepted a place.

Selected characteristics of the 46 admitted students are as follows:

(a) 70 per cent were aged 21 and over;

(b) the highest level of formal schooling achieved by 33 per cent of the admitted students was "Junior";

(c) 59 per cent of the mid-year entrants had undertaken further study during the two-year period prior to their admission to the college;

(d) 28 per cent (13) of the admitted students were "highly recommended" by the admission panel, 57 per cent (26) were "recommended" and 15 per cent (7) were "recommended with reservation".

EVALUATION OF THE SPECIAL ADMISSION PROCEDURE

The effectiveness of the SAP was evaluated in terms of four criteria using data from: administrative records of progress in academic studies and practice teaching, individual SAP evaluation interviews with SA students approximately 12 months after they had commenced their courses, and two questionnaires (the first completed by the 36 SA students still enrolled at the college approximately 12 months after commencing their courses and the second completed by 22 of the 46 students three years after the first intake had commenced their college course). As four students withdrew in the first few weeks, the effective sample size was 42.

The Attitude of SA Students to the SAP

The SAP evaluation interviews revealed that in general, students perceived the admission interviewers as having displayed warmth - 77 per cent of the SA students reported that the interviewers had displayed concern for them.

SA students held a less positive perception concerning aspects of the interview procedure. Sixty-four per cent indicated that the interview had not provided them with a clear idea of what to expect from Brisbane College of Advanced Education and 46 per cent indicated that the interview had not enabled them to assess their probable suitability for their chosen course. There was a marked discrepancy between the responses of the 1981 mid-year entrants and those of the 1982 entrants with regard to their perception of the usefulness of the interview. While 80 per cent of the 1981 entrants indicated that the interview had not provided them with a clear idea of what to expect from Brisbane College of Advanced Education and 48 per cent indicated that the interview had not been helpful in enabling them to assess their probable suitability for their College course, the corresponding figures for the 1982 entrants were 27 per cent and 30 per cent. The 1982 entrants experienced the normal college orientation program in addition to the interview whereas the 1981 mid-year entrants did not - which may explain, in part, the discrepancy in the findings for the two intakes.

Many of the SA students elaborated on their ratings of the interviewers and the interview procedure with positive and negative comments occurring with roughly equal frequency. Most of the positive comments related to the attitude of the interviewers and the opportunity provided to put questions to them. The most frequent negative comments related to the long wait which some interviewees had endured prior to the interview, the lack of privacy afforded by the interview venue, and the fact that several interviews took place simultaneously. There were also complaints about the size of the interview panels, and the lack of information provided about the college and the nominated course of study - such as the credit point system, available electives and the workload involved. Two contrasting students' comments are as follows: "I soon calmed down. The interviewers provided a comfortable atmosphere. They were genuine . . . very friendly and helpful and made you feel you were wanted" and "It was dreadful. I felt uncomfortable. There was no privacy - it was a bit unprofessional. It should have been done in a private room. It was off-putting, because I was already nervous".

Despite some divergence of opinion regarding the usefulness of the admission interview which they had experienced, 82 per cent of the respondents indicated that they would retain the special admission procedure which they had undergone or make slight changes to it, while 14 per cent indicated that they would make major changes to the interview procedure and only 5 per cent said they would abandon it.

Progress in Academic Studies and Practice Teaching

Up to the end of September 1984 the attrition rates of the 1981 mid-year entrants to the Commercial Studies and Home Economics courses were 32 per cent and 27 per cent, respectively, while the attrition rates for the 1982 entrants to the Art and Commercial Studies courses were 20 per cent and 0 per cent respectively. The overall

attrition rate of the SAP students was 27 per cent (i.e. 12 students out of 46). Four of the 12 students who had withdrawn from study had transferred to other courses. An analysis of grades achieved on a unit by unit basis revealed that 25 (59 per cent) of the 42 students had passed all the units in which they enrolled. However, 11 of the 18 mid-year 1981 entrants to the Commercial Studies course had failed one or more units. Of the 34 units failed by these students, 26 were in their principal teaching area, with Accounting responsible for 15 failures. Accounting therefore emerged as a major source of academic problems to the mid-year entrants to the Commercial Studies course. After a maximum of five semesters at the college, nine of the 11 1982 SA students had passed all their units; the other two had each failed one unit.

Grades obtained by SA students were translated into a grade point average (GPA), a procedure which facilitated a comparison between the academic achievement of various sub-groups of the students (Table 1). Teaching Practice grades are shown only for the 17 students who had completed third-year practice teaching by September 1984. The table reveals a tendency for older students to achieve better grades, for the 1982 entrants to achieve higher grades than those who entered in 1981 and for the "highly recommended" group identified by the admission interview panel to achieve marginally higher GPA scores than those who were recommended. These in turn achieved higher scores than the "recommended with reservation" sub-group.

Table 1: Relationship between entry variables and progress in academic studies and practice teaching

SUB GROUP	ACADEMIC ACHIEVEMENT (GPA)			FINAL PRACTICE TEACHING GRADES	
	N 42	All Units (excluding Practice Teaching)	Principal Teaching Area Units	N 17	
Highly recommended	10	4.9	4.6	7	5.0
Recommended	25	4.6	4.3	10	4.6
Recommended with reservation	7	4.0	3.7	–	–
Students completing Year 12	28	4.4	4.1	12	4.8
Students not completing Year 12	14	4.8	4.5	5	4.8
Students aged 21+	31	4.8	4.5	10	4.8
Students below 21	11	3.9*	3.5**	7	4.7
1981 mid-year entrants	31	4.3	4.0	15	4.7
1982 entrants	11	5.2**	5.0***	2	–

* $P < .05$)
** $P < .01$) Significance level of difference between groups in grade point average using a t test (Nie et al., 1975, pp.249-275).
*** $P < .001$)

Of the 17 students with practice teaching final results, one achieved a Distinction grade and 12 a Credit.

By September 1984, 16 of the 34 mid-year 1981 SA students had graduated in the minimum time, eight students were currently enrolled and 10 students had withdrawn from their course. Five of the students who were currently enrolled were likely to graduate at the end of 1984, several of these having deferred for a semester. A higher proportion of the Home Economics students (52 per cent) than the Commercial Studies students (42 per cent) graduated in the minimum time.

To sum up, the majority of SA students had passed all their units and coped adequately with the academic demands of their course but a sizeable proportion of the 1981 mid-year entrants experienced difficulties with their principal teaching area units, particularly units in Accounting.

Adjustment to Brisbane College of Advanced Education Courses

Both quantitative and qualitative data relating to students' adjustment to the college environment and courses were obtained from the questionnaires and interview. Positive comments centred on interesting and relevant subject matter and the enthusiasm of the lecturers concerned. Negative comments tended to focus on the workload and perceived irrelevance of the units. One-third of the SA students had experienced initial academic adjustment problems associated with their courses. The most frequently cited problems were: (a) difficulties in re-adjusting to study and in preparing assignments and seminars; (b) difficulties in arriving at college for lectures commencing at 8 am when they had to meet domestic responsibilities; (c) inadequate

Table 2: Level of satisfaction expressed by SA students with various aspects of Brisbane College of Advanced Education

N 22	Very satisfying	Satisfying	Not Satisfying	Has presented problems/ frustrating	Not applicable
The overall academic requirements of the course	52	39	9	-	-
Preparing assignments and essays	39	52	4	4	-
Delivering seminars and talks	22	61	4	13	-
Taking examinations	23	50	18	5	5
Practical work associated with my course	52	39	9	-	-
Using the college library	26	39	13	22	-
Relating to other students	65	30	4	-	-
Relating to academic staff	43	57	-	-	-
Using college recreational amenities	4	26	9	-	61
My overall college experience so far	35	57	4	-	4

science background, in the case of some Home Economics students, or inadequacies related to typing or shorthand skills in the case of some of the Commercial Studies students; (d) difficulties in using the Educational Resource Centre. Individual comments ranged from "I feel very much at home at college. It is very fulfilling. I have always wanted to come to college - it is like a dream come true" to "Overall, I am very happy with college life. However, I feel the preparation given is totally unrelated to the realities of school requirements.".

The 22 SA students who responded to the final questionnaire rated their satisfaction as indicated in Table 2. Students' responses to other questions suggested that by this stage most of the adjustment problems experienced by some of them during the first one or two semesters at the college had been overcome or reduced in severity. Whereas in 1982 approximately one-third of these students had experienced significant adjustment problems associated with their courses, very few of the SA students enrolled in September 1984 were experiencing major problems or frustrations associated with their courses. Over half the students indicated that delivering seminars and talks and using the College Resource Centre had become easier and 39 per cent, 35 per cent and 41 per cent of them respectively, felt that their "principal teaching area" subjects, "second teaching area" subjects and "taking examinations" had become easier. Fewer than 10 per cent of the students felt that any of these aspects of their course had become more difficult.

Effect of the Special Admission Students upon Academic Staff and upon the Implementation of Units

In 1982 interviews were conducted with 40 members of academic staff who had experienced face-to-face contact with the SA students, but the duration and recency of this contact varied, as did the number of students with whom the member of staff concerned had experienced contact (from a single student to the entire mid-year group of Commercial Studies or Home Economics students).

The lecturers in the area of Home Economics (a principal teaching area) rated all their SA students as above average in social and emotional maturity, motivation, and willingness to seek advice, but a majority were felt to be "below average" in general academic performance, flexibility, and tolerance. Lecturers in the Commercial Studies area tended to make a distinction between the 1981 mid-year intake of special admission students and the 1982 special admission students. While the 1981 entrants were seen as being generally "below average" academically by all five of the lecturers interviewed, they saw the 1982 Commercial Studies entrants as being generally "above average". Both groups of students, however, were viewed as being "above average" in motivation, social and emotional maturity and willingness to seek advice. Individual comments ranged from "love teaching mature age students" to "dampened rest of the group - no youthful exuberance" (1981 Commercial Studies group).

The majority of lecturers believed that the SA students had constituted an extremely positive force in the units in which they had participated. Two themes persistently recurred amongst the lecturers' comments: the high level of motivation amongst the special admission students; and the contention that the mature age students comprising most of the special admission group can bring their diverse experiences to bear on class discussion, seminars and assignments to enrich the teaching-learning experience for everyone involved.

DISCUSSION

The results of the investigation indicated that although not all the aims of the admission interview were achieved, the subsequent performance of students admitted on the basis of interview recommendations have, in the main, justified the recommendations of the interviewers. The attrition rate of the SA students has been at an acceptable level and their academic attainment has compared well with that of normal admission students. They performed satisfactorily during their practice teaching,

derived a high level of satisfaction from their college experiences, and have been considered a positive influence by most of their lecturers.

In relation to several major aspects, the SAP was developed successfully. It identified applicants who were highly motivated to undertake teacher training courses; applicants who subsequently displayed many of the personal qualities necessary for success as students. The interview was seen by SA students as necessary, and the interviewers were viewed as warm and concerned with the interviewees as individuals. Eighty-two per cent of respondents to the final questionnaire administered to the special admission students indicated that they would advise retaining essentially the same SAP.

On the other hand, some aspects of the interview procedure require modification in the light of the present investigation. Attempts should be made to reduce further the anxiety associated with admission interviews by placing more emphasis upon its information-sharing character and its role in assisting applicants to evaluate themselves. Physical aspects of the interview such as the venue, the long wait by interviewees prior to interview, and the size of the interview panels also merit re-examination. It is probable that admission interviews are not the most suitable means of imparting specific information concerning college courses and consideration should be given to using alternative or supplementary methods of providing applicants with succinct, readily understandable information concerning the college.

This evaluation study has shown that the 1982 SA students obtained better academic results than the 1981 mid-year entrants and that some of the latter group encountered difficulties in their principal teaching area. This was particularly true of the Commercial Studies students. Any SAP should thus emphasise the need for mastery of knowledge and skills relevant to the principal teaching area prior to, or very soon after, entry to the college. It is probable that mid-year entry causes some adjustment problems which do not occur when entry is made at the beginning of the academic year, and that an admission interview cannot provide sufficient assistance to such students in identifying potential adjustment problems. The results of the present investigation therefore suggest that counselling and/or a carefully-designed orientation program should supplement admission interviews for mid-year entrants.

The results indicate that the mature-age SA students obtained considerably better academic grades than the younger SA students. The reasons for this difference are unclear, but it is possible that the SAP and particularly the admission interview, was more useful for mature age than for younger students. Younger applicants may have had insufficient time in which to demonstrate evidence of some of the personal qualities which the interview sought to tap. Alternatively, they may lack the life experiences which can compensate for the smaller amounts of formal schooling undertaken by special admission students. Whatever the reason for this discrepancy in academic attainment, it remains true that the SAP was more successful in identifying older students than younger students in terms of their subsequent academic performance.

The cost effectiveness of the SAP is difficult to assess. Balanced against the additional time and effort associated with the procedure is the fact that: most of the students included in this evaluation have coped adequately with the academic demands of their courses and with practice teaching; most have obtained considerable personal fulfilment from their college experiences; and in the opinion of academic staff have displayed many of the personal and professional qualities associated with successful teaching. In view of these considerations, it is proposed that the SAP should be adapted in order to augment the normal admission procedure for mature-age applicants to pre-service teacher education courses in Art, Commercial Studies and Home Economics at Brisbane College of Advanced Education. It is also hoped that the special admission interview will serve as a model for the development of procedures for admitting mature age students to other pre-service courses. Any procedures introduced would need to be subject to further evaluations.

To sum up, the SAP was obviously more time-consuming to administer than the normal admission procedure and it would be unrealistic to recommend an extension of this procedure to all applicants for pre-service teacher education courses. However, the procedure appears to have potential value for the admission of non-standard applicants to pre-service courses. It may be particularly relevant as an aid in the admission of mature-age applicants who have not completed their Year 12 formal schooling. It is hoped that other investigators may utilise the special admission interview schedule or referee's report form to provide further information on their value.

REFERENCES

Auchmuty, J.J. (Chairman) (1980). *Report of the National Inquiry into Teacher Education*. Canberra: AGPS.

Brophy, J. (1982). Successful Teaching Strategies for the Inner-City Child. *Phi Delta Kappan*. Vol. 63, No. 8, pp. 527-529.

Eaton, E.G. and West, L.H.T. (1980). The Phenomenon and Extent in Australia. *In Nature Age Students in Australian Higher Education*. Hore, T. and West, L.H.T. (eds). Melbourne: Monash University, Higher Education Advisory and Research Unit.

Kyriacou, C. and Newson, G. (1982). Teacher Effectiveness: a Consideration of Research Problems. *Educational Review*. Vol. 34, No. 1, pp. 3-12.

Meade, P.H. (1971). *The 1961 Study - An Analysis of New Bachelor Degree Entrants to Australian Universities in 1961*. Commonwealth Department of Education and Science and the Australian Vice-Chancellors' Committee. Canberra: AGPS.

Meade, P.H. (1981). Teacher Selection. *Phoenix: Journal of the Queensland Association of Teacher Educators*. Vol. 3, No. 11, pp. 2-23.

Meade, Phil et al. (1983). *Rationale and Guidelines for Teacher Education Courses in Brisbane College of Advanced Education*. Brisbane: Brisbane College of Advanced Education.

Meade, Phil and Smith, David (1984). *Admission of Student Teachers Using Both Academic and Non-Academic Criteria*. Brisbane: Brisbane College of Advanced Education.

Nie, N.H., Jenkins, J.C., Steinbrenner, K. and Bent D.H. (1975). *Statistical Package for the Social Sciences*. 2nd Ed. New York: McGraw Hill.

Rawlinson, R.W. and Burnard, I.R. (1978). Student Selection in Teacher Education: Directions and Issues. *South Pacific Journal of Teacher Education*. Vol. 6, No. 4, pp. 269-279.

Start, K.B. (1979). Selection, Training, and Professional Progress of Teachers: Research Findings. *Education Magazine*. Vol. 36, No. 5, pp. 41-47.

University of Newcastle, Faculty of Medicine (1977). *Undergraduate Admissions Policy*. Newcastle: University of Newcastle.

Watkins, D. (1979). Predicition of University Success: A Follow-Up Study of the 1977 Internal Intake to the University of New England. *Australian Journal of Education*. Vol. 23, No. 3, pp. 301-303.

The assistance of Mary Grassie and Leonie Daws who assisted with the collection and processing of data for this report is gratefully acknowledged.

THE SKILLS OF PRIMARY PRE-SERVICE TEACHER EDUCATION STUDENTS IN RELATION TO SPEAKING AND TEACHING OF LANGUAGES OTHER THAN ENGLISH (LOTEs)

Gary Birch,
Brisbane College of Advanced Education

INTRODUCTION

This survey was conducted with pre-service students in their first year of primary teacher education on campuses of Queensland colleges of advanced education and James Cook University. It took place in early February 1983 during orientation programs designed for first-year students. Nine-hundred-and-sixty-eight students were surveyed. The survey did not include students from McAuley College of Teacher Education, students enrolled in the Diploma of Teaching (Physical Education), the B.A. (Music Education), or students in the Graduate Diploma in Teaching at the Darling Downs Institute of Advanced Education. Table 1 provides a breakdown of numbers surveyed by campuses.

Table 1: First-year primary teacher education students in tertiary institutions in Queensland (1983)

CAMPUS	NUMBER
Mount Gravatt	242
Carseldine (Diploma of Teaching)	228
Carseldine (Graduate Diploma in Teaching)	99
Darling Downs Institute of Advanced Education	148
Capricornia Institute of Advanced Education	85
James Cook University	166
TOTAL	968

These numbers represent 89.2 per cent of the total students enrolled in the courses in February 1983, based on figures supplied by the Board of Advanced Education.

The survey was restricted to students in their first year for the following reasons:

- the first-year group was sufficiently large to allow generalisations to be made
- these students were easier to get together as a group than the second- and third-year students
- if the findings of the survey were to be acted upon (e.g. by the introduction of language units into existing courses) it would be more likely to be the first-year group that would be involved since by the time the results were disseminated the third-year group would be close to graduation and the second-year group already too far into their course for changes to be made.

The Graduate Diploma group from Carseldine campus were included although they would not be involved in any changes brought about by this survey since they were to graduate at the end of 1983. They were, however, available at the time of the survey and their data proved to be interesting and significant in a number of respects.

AIMS OF THE SURVEY

The survey was designed principally to find the number of students who have studied a language other than English (LOTE) to at least Year 12 level or who have acquired a LOTE in an informal setting such as the home or by prolonged residence in a country where the LOTE is spoken.

It was designed also to find the number of these students who would like to teach a LOTE in the primary school if appropriate units were developed in diploma courses.

The implications of these results for the teaching of LOTEs in the primary school are obvious. There are also implications for the preparation of teachers of multicultural education, since the teaching of a LOTE is generally recognised as a desirable aspect of education for a multicultural society both for children whose first language is English as well as for the purpose of first-language maintenance for those children who speak English as a second language.

STUDENTS OF A LOTE TO YEAR 12 AND STUDENTS WHO ACQUIRED A LOTE INFORMALLY

The figures in Table 2 represent the numbers of students who have either studied a LOTE to Year 12 level or who have acquired one in an informal setting.

The following points are worth noting:

(i) The linguistic resources that these figures represent are considerable. Almost a quarter of students involved in primary teacher education courses have either studied a LOTE to Year 12 level or have acquired one in informal settings.

(ii) The South-East Queensland campuses have attracted significantly more LOTE students or speakers than the two northern campuses. It would be interesting to seek reasons for this but it is beyond the scope of this study.

(iii) The intake of students in the Graduate Diploma at the Carseldine campus who are students or speakers of a LOTE is proportionally much higher than any other group in the study. The reasons for this are unclear but it would be interesting to look into this discrepancy.

(iv) It would seem from these figures that a potential exists among primary teacher education students in Queensland to provide a supply of teachers capable of introducing LOTE programs in primary schools. In the case of the students who have acquired a language outside the formal classroom situation, their pro-

ficiency is likely to be such that with very little preparation they could become teachers of their LOTE in the primary school.

Table 2: Students who studied a LOTE to Year 12 and/or acquired a LOTE informally

CAMPUS	N	% of Year 1 students on campus
Mount Gravatt	56	23.0
Carseldine (Diploma of Teaching)	56	24.5
Carseldine (Graduate Diploma in Teaching)	53	53.5
Darling Downs Institute of Advanced Education	30	20.3
Capricornia Institute of Advanced Education	9	10.6
James Cook University	26	15.7
TOTAL	230	23.8

In the case of the students who studied a LOTE to Year 12 level, they have the basis for further language study which could make them sufficiently proficient to teach their LOTE in the primary school. The nature of the potential of both these groups is explored in what follows.

STUDENTS WHO HAVE ACQUIRED A LOTE IN INFORMAL SETTINGS

Table 2 does not distinguish between those who have acquired a LOTE informally and students who have only studied a LOTE to Year 12 level. Table 3 indicates those students who have acquired a LOTE in informal settings.

Table 3: Speakers of a LOTE acquired informally

CAMPUS	N	% of Year 1 students on campus
Mount Gravatt	14	5.8
Carseldine (Diploma of Teaching)	6	2.6
Carseldine (Graduate Diploma in Teaching)	13	13.0
Darling Downs Institute of Advanced Education	5	3.4
Capricornia Institute of Advanced Education	2	2.4
James Cook University	10	6.0
TOTAL	50	5.2

From these figures it would seem that tertiary institutions involved in the preparation of primary school teachers reflect the proportion of LOTE speakers found in the community as a whole. Figures taken from the 1976 census indicate that 5.9 per cent of the population in Queensland were regular users of a LOTE. (The 1981 census did not contain sufficient items on language to draw out similar data.) Given the current emphasis on multicultural education, this would seem to be a desirable feature since it indicates a potential teaching force which reflects the ethnic diversity found in the community at large. As teachers who have probably experienced at first hand what it is to belong to a non-Anglo-Saxon culture, they would be likely to provide authentic insights into the nature of cultural diversity, not only for the children they teach but also for their colleagues in schools and tertiary institutions.

Two other sets of statistics from the survey, however, throw some doubt on the conclusion that all students who have acquired a LOTE in informal settings do actually come from a background significantly different in cultural terms from the majority of students. Only fifteen students (1.5 per cent of the total number of students) were born in a non-English-speaking country. Perhaps even more revealing, however, was the item which dealt with the birthplace of the students' parents (Table 4).

Table 4: Birthplace of parents

CAMPUS	Col. 1 Both in English-speaking country	% of campus group	Col. 2 One parent where LOTE spoken	% of campus group	Col. 3 Both where LOTE spoken	% of campus group
Mount Gravatt	-	0.0	2	0.8	12	5.0
Carseldine (Diploma of Teaching)	-	0.0	1	0.4	5	2.2
Carseldine (Graduate Diploma in Teaching)	6	6.1	1	1.0	6	6.1
Darling Downs Institute of Advanced Education	2	1.4	-	0.0	3	2.0
Capricornia Institute of Advanced Education	-	0.0	-	0.0	2	2.4
James Cook University	4	2.4	2	1.2	4	2.4
TOTAL	12	1.2	6	0.6	32	3.3

This table indicates that only 3.9 per cent of students (combining columns 2 and 3) come from a background where one or both of the parents were born in a country where the LOTE is spoken. From these figures, it is open to conjecture whether the institutions represented here are in fact reflecting the ethnic composition of the community as a whole. Also the fluency of those students represented in column 1 should not be assumed to be native-like. Since they and their parents have been born in Australia or another English-speaking country many of the students would be third-generation speakers. Language maintenance into the third generation is rare and the variety of LOTE spoken by this group is often very non-standard.

In attempting to discover the proficiency of students who had acquired a LOTE in informal settings, students were asked to assess their fluency in conversation, reading and writing. The reliability of self-assessment in establishing degrees of fluency is

usually low. However, the purpose of this item was merely to establish a rough profile of linguistic skills and so the weakness of self-assessment is to be tolerated.

Table 5: Fluency of speakers of informally-acquired LOTEs

CAMPUS	N	Fluent conversation	% of N	Fluent reading	% of N	Fluent writing	% of N
Mount Gravatt	14	12	85.7	8	57.1	5	35.7
Carseldine (Diploma of Teaching)	6	6	100.0	3	50.0	3	50.0
Carseldine (Graduate Diploma in Teaching)	13	12	92.3	11	84.6	7	53.8
Darling Downs Institute of Advanced Education	5	3	60.0	3	60.0	1	20.0
Capricornia Institute of Advanced Education	2	2	100.0	2	100.0	2	100.0
James Cook University	10	10	100.0	5	50.0	4	40.0

Table 5 indicates that most students rate themselves as fluent in conversation while reading and writing skills are generally of a lower order. This is understandable since students would communicate orally within the family and the ethnic community but would have less reason to communicate by means of the written word. Given the age group of the student population, most would have been educated in Australia where, of course, the language of instruction is English. Reading and writing in the LOTE if taught formally at all would have occurred mainly in ethnic schools.

The fact that a significant percentage do not consider themselves fluent in reading and writing their particular LOTE need not be seen as a major impediment to their teaching the language in primary schools. Language teaching at this level is involved mainly with the development of oral communicative proficiency rather than the more formal aspects of language usually associated with reading and writing. With respect to spoken language, it is probable that this group would display a much higher proficiency than is attained by most teachers who learned a LOTE in an Australian secondary school or tertiary institution.

What would be required, of course, in their preparation as teachers of a LOTE would be a grounding in the methodology of second language teaching at primary school level. This could be accomplished by the provision of a single methodology unit offered as an elective. This would seem to be a quite inexpensive way of providing teachers who could make a tangible contribution to a school's multicultural program.

Given that education for a multicultural society is official policy in Queensland, it would seem that we should encourage a representative sample of people from ethnic communities to enter the teaching profession. These people have unique insights and important experience to offer, not the least of which is their ability to speak a LOTE. The rather small numbers of this group in Diploma of Teaching courses on most campuses might suggest that a policy of active recruitment would be in order. Certainly, it is arguable that fluency in a second language could well be seen as a positive attribute that might be taken into consideration when selecting students for teacher education programs.

The number of teachers who had studied various LOTEs to Year 12 is shown in Table 6. Table 7, compiled from information supplied by the Board of Secondary School Studies, shows the total number studying LOTEs at Year 12 level in 1983. A comparison of Table 6 and Table 7 shows that the distribution of student teachers who had studied LOTEs broadly reflects the distribution of secondary school students studying LOTEs in Year 12.

Table 6: Students who studied a LOTE to Year 12

CAMPUS	Total N*	FRENCH N	FRENCH % of Total	GERMAN N	GERMAN % of Total	JAPANESE N	JAPANESE % of Total	ITALIAN N	ITALIAN % of Total	INDONESIAN N	INDONESIAN % of Total	OTHER+ N	OTHER+ % of Total
Mount Gravatt	48	25	52.1	18	37.5	4	8.3	3	6.3	-	0.0	3	6.3
Carseldine (Dip.T.)	50	34	68.0	15	30.0	5	10.0	1	2.0	1	2.0	1	2.0
Carseldine (Grad.Dip.T.)	48	30	62.5	15	31.3	7	14.6	-	0.0	3	6.3	1	2.1
DDIAE	27	17	63.0	8	29.6	6	22.2	-	0.0	-	0.0	1	3.7
CIAE	7	2	28.6	2	28.6	3	42.9	-	0.0	-	0.0	-	0.0
James Cook	17	6	35.3	5	29.4	2	11.8	5	29.4	1	5.9	1	5.9
TOTAL	197	114	57.9	63	32.0	27	13.7	9	4.6	5	2.5	7	3.6

* Some students have studied more than one language
\+ Listed among "Other" are Greek, Russian, Chinese and Dutch

Table 7: Students studying languages in Queensland at Year 12 (1983)

	N	% of total language students
French	761	44.2
German	650	37.7
Japanese	178	10.3
Italian	99	5.7
Indonesian	19	1.1
Russian	2	0.1
Chinese	8	0.5
Greek	-	0.0
Latin	5	0.3
TOTAL	1,722	100.0

The choice of languages in secondary schools is influenced by a number of interrelated factors such as tradition and the availability of teachers. This is reflected in the languages represented in our survey of tertiary students. From these figures, it would seem that if languages were to be offered as electives in Diploma of Teaching courses,

viable groups could be formed only for French and German at Mount Gravatt and Carseldine campuses and possibly for French at Darling Downs Institute of Advanced Education. On the other campuses there are insufficient numbers to warrant setting up classes. (A class size of twelve is considered the minimum viable number for the purpose of this discussion.)

Item 15 of the questionnaire was designed to find the number of students who had learned or acquired a LOTE and who would like to teach it at primary school level if the necessary training were provided (i.e. methodology for students who had acquired their language informally and language study plus methodology for students who had learned their language in formal classrooms to Year 12 level). The positive responses given to this item are shown in Table 8.

Table 8: Students wishing to teach a LOTE in the primary school

CAMPUS	Positive responses	% of campus language learners
Mount Gravatt	38	67.9
Carseldine (Diploma of Teaching)	39	69.6
Carseldine (Graduate Diploma in Teaching)	36	67.9
Darling Downs Institute of Advanced Education	23	76.7
Capricornia Institute of Advanced Education	5	55.6
James Cook University	12	46.2
TOTAL	153	66.5

As can be seen, the majority of students who have learned a language either at school or informally would like to teach that language in the primary school. For the

Table 9: Students of French or German and who wish to teach the language in the primary school

CAMPUS	French	%	German	%
Mount Gravatt	16	64.0	13	72.2
Carseldine (Diploma of Teaching)	23	67.6	11	73.3
Carseldine (Graduate Diploma in Teaching)	19	63.3	12	80.0
Darling Downs Institute of Advanced Education	14	82.4	6	75.0

practical reasons mentioned earlier, however, it seems that only three campuses would be in a position to form viable class groups and this viability depends upon the responses of French and German students to item 15.

Table 9 shows the number of students who studied French and German to Year 12 who indicated that they would like to teach the language in the primary school.

It would seem then that viable French and German groups could be formed at Mount Gravatt and Carseldine. At Darling Downs Institute of Advanced Education, it would be possible to form only a viable French group.

To get an accurate picture of the number of potential LOTE teachers from the sample of first-year students who indicated they would like to teach a LOTE in the primary school, it is necessary to discard those students who indicated they would like to teach a language for which viable class groups could not be formed. The result is shown in Table 10.

Table 10: Potential teachers of LOTEs

CAMPUS	(1) Wishing to teach a LOTE	No. of (1) from non-viable groups	Potential LOTE teachers
Mount Gravatt	38	2	36
Carseldine (Diploma of Teaching)	39	3	36
Carseldine (Graduate Diploma in Teaching)	36	4	32
Darling Downs Institute of Advanced Education	23	7	16
TOTAL	136	16	120

This group would be made up of students of French or German together with those students who have acquired a LOTE in informal settings for whom it is maintained special language units would be unnecessary. This group would be combined for common methodology courses.

A comparison of Table 9 and Table 10 seems to indicate that the majority of the potential LOTE teachers are speakers of French or German. However, while this is indeed the case, the situation is a little more complex than first appears since a number of the students of French and German are speakers of a LOTE that they have acquired informally. In other words, some of the potential LOTE teachers would be capable of teaching more than one language.

The range of languages represented on the three campuses together with the number of speakers is shown in Table 11.

Table 11: Languages learnt in informal settings

CAMPUS	Italian	Greek	Viet-namese	German	Dutch	Spanish	French	Arabic	Chinese	Other*	TOTAL
Mount Gravatt	3	1	1	-	3	-	1	-	2	5	16
Carseldine (Diploma of Teaching)	2	1	-	1	1	-	1	-	-	-	6
Carseldine (Graduate Diploma in Teaching)	2	2	-	-	2	1	-	1	2	6	16
Darling Downs Institute of Advanced Education	-	-	-	-	3	-	-	-	-	2	5
TOTAL	7	4	1	1	9	1	2	1	4	13	43

* Under "Other" were listed the following languages: Indonesian, Yugoslav, Russian, Maltese, Pidgin

The numbers of students who have acquired a LOTE in an informal setting and who wish to teach that language are shown in Table 12.

Table 12: LOTE speakers (informal acquisition) wishing to teach their LOTE

CAMPUS	N
Mount Gravatt	10
Carseldine (Diploma of Teaching)	4
Carseldine (Graduate Diploma in Teaching)	10
Darling Downs Institute of Advanced Education	4
TOTAL	28

It would seem that a significant number of teachers of LOTEs in the primary school could be prepared from the existing intakes of students in primary education courses. While the majority of these students would be teachers of French and German, the figures from Table 11 indicate that there would be a range of other languages as well.

STAFFING

Of the campuses surveyed, only Mount Gravatt and James Cook University have been involved in the preparation of teachers of LOTEs. Both of these institutions were involved with the preparation of language teachers in the secondary school. Since the amalgamation of the Brisbane campuses to form the Brisbane College of Advanced Education, some of the staff involved in the LOTE teaching program on Mount Gravatt campus have transferred to the Kelvin Grove campus. However, sufficient staff remain

to provide units in French and German (two French and one German lecturer remain). In addition, Mount Gravatt has retained an involvement in second language education through the Graduate Diploma in Second Language Teaching which is offered on that campus.

While James Cook University has staff involved in the preparation of language teachers, numbers of students do not warrant the establishment of units to prepare LOTE teachers for the primary school at present.

On Carseldine campus and at Darling Downs Institute of Advanced Education viable groups exist, but neither of these institutions have been involved in the preparation of LOTE teachers. If the necessary units were developed staff would need to be found to service these units.

CONCLUSION

The data gathered in this survey indicate that a significant proportion of students entering courses involved in the preparation of primary school teachers has either studied a LOTE to Year 12 standard or has acquired a LOTE in an informal setting, such as within the home.

On at least two campuses, Mount Gravatt and Carseldine, the number of students who have studied either French or German to Year 12 is such that viable classes in these two languages would be possible. At Darling Downs Institute of Advanced Education a viable French class would be possible.

It would seem that the conversational fluency of those students who have acquired a LOTE informally is such that further language study would not be needed for members of this group wishing to teach languages in the primary school.

Methodology classes could be formed by combining students of French and German with students who had acquired a LOTE informally. By this process, a significant number of teachers (120 estimated on this survey) capable of teaching a LOTE in the primary school could be produced each year.

Staff qualified to conduct language units in French and German as well as methodology units for French, German and other LOTEs are presently situated on Mount Gravatt campus. It would probably be necessary to engage additional part-time staff if such units were to be undertaken at Carseldine campus and Darling Downs Institute of Advanced Education.

With regard to students enrolled in teacher education courses on the campuses surveyed, it would seem that a lower proportion of these students is from a non-English-speaking background than is the case for the community as a whole. Consequently, in the interest of producing a culturally balanced and representative teaching profession that reflects the multicultural nature of society, colleges and universities should perhaps give some thought to ways of increasing ethnic diversity when selecting students for teacher education courses.

RECOMMENDATIONS

In the light of the data gathered in this survey and government policy to promote through education the ideas of multiculturalism the following recommendations are made:

1. That tertiary institutions give consideration to the recruitment of more students of non-English-speaking background for teacher education courses.

2. That LOTEs be offered as electives within Diploma of Teaching courses on campuses where viable classes could be formed, with a view to providing a pool of teachers with the necessary proficiency to teach a LOTE at primary school level.

3. That on such campuses, students who are sufficiently proficient in a LOTE either as native speakers or through having formally learnt a language be offered a methodology unit to enable them to teach the LOTE in primary schools.

DESIRABLE CHARACTERISTICS OF SUPERVISING PERSONNEL IN SCHOOLS

C.A. Yarrow (Convener), N.A. Beer, G.A. Costin, M.F. Fogarty, W.J. Foster, I.E. Kelk, D.R. Massey, H.M.C. Williams,
Brisbane College of Advanced Education

BACKGROUND

The study was carried out at the Carseldine Campus of the Brisbane College of Advanced Education. During 1981-82, three pre-service courses in teacher education were offered at this campus. These were the three-year Diploma of Teaching (Primary), the Diploma of Teaching (Primary/Pre-School) and the one-year Graduate Diploma in Teaching (Primary). It was decided not to include students enrolled in the latter course in the study as their experience with school studies was not as extensive as the other two.

A significant component of the two courses selected for the study is the field studies experience. This includes block practice and school studies. In the former, students spend a continuous block of time (three weeks) each semester in co-operating primary schools over the three-year period. In the latter, one day each week for thirteen consecutive weeks is spent in schools for one semester during second year and for both semesters during third year. During block practice, emphasis is placed upon student teacher development of personal, interpersonal and professional skills needed by a classroom teacher. Professional skill development focuses principally on planning lessons and units, mastering teaching techniques and strategies, organising and managing the learning situation and evaluating learning. During school studies, students study, both in college and at the school, the roles and responsibilities of teachers in planning programs for individual children and for class groups, across all aspects of the curriculum, and practise developing these competencies themselves. In addition, they examine ways in which teachers can become involved in helping plan the school curriculum and the influences that affect such planning.

The study investigated the characteristics perceived to be needed by supervising personnel (college staff, school administrators and teachers) participating in field studies. It was decided also to study desirable characteristics of schools involved. The design phase included a review of relevant literature and distribution of an open-ended questionnaire to the four groups involved in the study - college personnel, school administrators, teachers and third-year students. Third-year students were chosen because of their greater experience with both block practice and school studies. On the basis of the review and the questionnaire, a final questionnaire was developed and

circulated amongst a representative sample of the four groups. The data thus collected were analysed, conclusions were drawn and recommendations made.

THE METHOD IN DETAIL

To obtain initial data, a short open-ended questionnaire was devised. With regard to block practice teaching, participants were invited to:

(a) list the five most desirable characteristics of college lecturers supervising practice teaching;

(b) list the five most desirable characteristics of supervising teachers;

(c) list the five most desirable characteristics of supervising principals or associate administrators;

(d) list the five most desirable qualities of schools which facilitate block practice.

On an adjoining page, similar responses were sought relative to school studies.

Of the twenty-seven lecturers in Teacher Education and the thirteen from Liberal Studies who undertake work in the schools, thirteen received questionnaires (eight in Teacher Education, five in Liberal Studies). Some lecturers worked in block practice only, some in school studies only and some in both programs.

In all, fourteen schools were approached in this initial round. Four schools took block practice students only, one took school studies students only and nine worked on both programs. Seven schools were Class I (600+ pupils), six were Class II (300-600) and one was Class III (100-300). In terms of architecture, three of the schools were multi-space buildings, whilst the other eleven were of traditional design. Within these schools, seven administrators and seven assistant administrators were contacted. Three teachers in each school were also approached.

Thirty third-year students were approached. This represented about one-third of the third-year population. At the time of contact, these students were on their fifth block practice session and had undertaken two semesters of school studies.

With this breadth of contact, the research team felt confident that the data collected would be comprehensive.

The first task was to take the responses of each of the four groups in each category. A simple listing and tallying procedure was utilised. These lists proved quite lengthy despite some simple collapsing of responses. Further investigation of the sections indicated that responses concerning the personnel (a, b, and c above) could be categorised under the following headings:

Personal Characteristics

Professional Characteristics

Procedures Used.

Initially, this type of categorisation was used for schools, but was later dispensed with in favour of one category.

The final stage involved the combined opinions from all the participants. Progressive breakdowns of the lists of desirable characteristics occurred until the final, manageable shorter lists were determined. At this point, it was clear that there was almost complete commonality in the items appearing in the lists concerning block practice and school studies. For the final questionnaire, therefore, only one list was adopted.

The final questionnaire was trialled before distribution with a small number of respondents to remove ambiguities and unclear wording. It allowed for data to be collected from all groups on block practice, school studies or both. Participants were

asked to evaluate each of the characteristics on a five-point scale ranging from essential to irrelevant. Additionally, they were asked to rank order from 1 to 5 the five most important items.

The final questionnaire was distributed to the forty lecturers who undertake work in schools. Some lecturers worked in block practice only, some in school studies only, but most worked in both programs. The thirty-six schools associated with the college were approached for the final questionnaire. Within each school, the administrator who was responsible for the co-ordination of student activities was asked to fill out a questionnaire as well as the regular supervisors in the school.

All third-year student teachers were approached. At the time of contact, these students were in their sixth and final block practice session and had undertaken three semesters of school studies. It was felt that the timing of this questionnaire, in the final pre-graduation practice (November), contributed to a large extent to the lower response rate than that achieved with the earlier open-ended search for data.

The study was intended to be exploratory and descriptive in nature. The programs being evaluated are specific to Carseldine's Diploma of Teaching and the results cannot be held to be generalisable to the wider teacher education scene. However, as many colleges are now involved in school-based programs or are considering their introduction, the findings could have quite general interest amongst teacher educators. Because of the exploratory nature of the study and because it included a large proportion of those involved, little attempt was made to apply statistical tests of significance to the results.

The data were entered into the CAENET HP-3000 system at the Kedron Computer System and all analyses were undertaken using the Statistical Package for the Social Sciences (SPSS). The primary analyses of the data consisted of an extensive series of crosstabulations. These were presented in graphical form in the report and tentative trends are identified as the basis for recommendations.

Some preliminary attempts at secondary analyses involving factor analyses of sets of items have shown promise of further useful data reduction and clarification. It is hoped that these analyses can be pursued at a later date.

It was decided that the primary concern in the graphs was to present a clear picture of differences in the pattern of opinions held by the four groups of respondents. A direct graphing of the means on each item for the four groups would distort this relationship if any group tended to rate characteristics consistently higher or lower across all items in a set, so differences in the average level of response of the respondent groups were added or subtracted to individual items.

It should be noted that an item may be ranked very low in this order either because it is seen as unimportant or because it is not applicable, e.g. teachers should visit the school regularly. Thus the graphs represent relative levels of importance attached to individual items by each of the groups.

After studying the graphs, the research team decided to represent the terms by using this range of scores:

(a) Essential — 4.5 and above;

(b) Desirable — 3.5 up to but not including 4.5;

(c) Useful — 2.5 up to but not including 3.5;

(d) The committee judged that no item was given a sufficiently low average rating to be classified in the lower category, Doubtful.

Agreement between groups was defined as follows:

(a) Strong Agreement — A spread of 0.2 or less across the four respondent groups on any item;

(b) Disagreement — A spread of 0.4 or more across the four respondent groups on any item; and

(c) The remaining items represent a moderate level of agreement across the four groups.

The establishment of such bands was, in one sense, arbitrary. It reflected the judgment of the group after assessment of all the data.

In the questionnaire, respondents were asked to rank the five most important characteristics in each section. This meant that there was potentially a second complete set of data for analysis. An investigation of the means obtained by the two methods (mean scale value and mean rank value) showed almost complete agreement, particularly in the essential characteristics.

For two reasons the team decided not to proceed with the analysis of data from the forced choice ranking scheme. Firstly, it was interested in items ranked both high and low, therefore the rating scale was more appropriate. Secondly, the rating scale obtained a real response from each person for each item. Information derived from these scales thus reflects a wide opinion base. In addition, the five-point rating scale is an easier format for respondents to use.

The results do not include any further considerations of the ranking data and the research team would recommend the rating scale for any other investigations of this kind.

RESULTS AND RECOMMENDATIONS

The primary intention is to identify the areas of commonality and areas of difference between block practice and school studies as perceived by the four groups of respondents. A difference between the view one group has of itself and the view of it held by another group would suggest that specific action is required to resolve this role conflict.

COLLEGE STAFF

Personal Characteristics

General Trends

The data relating to personal characteristics of college staff in school studies and block practice show that all the characteristics listed are seen as important in both programs. College staff are called upon especially to be fair, approachable and consistent, while the lowest (though still high) ratings are assigned to the qualities of considerateness, friendliness and tactfulness.

The profile obtained from the four sets of respondents regarding block practice illustrates very close agreement across the full range of thirteen items. The contrast is clear, for example, in comparison with the matching sets of opinions for college staff in school studies. The trend suggests that all four groups have a clear and consistent role image for members of college staff. In part, this difference is an expected function of the long history of block practice and the relative newness of school studies.

Some general differences in the ratings applied to the two roles are notable. Qualities of consistency and understanding are rated higher in block practice by all groups.

Conflict

None of the differences between groups in relation to block practice is sufficiently large to warrant concern. However, some of these reflect larger differences which are recorded in the results for school studies.

College staff assign higher ratings to open-mindedness and flexibility in themselves than do other groups. Administrators and teachers provide the lowest ratings for open-mindedness. By contrast, while lecturers rate flexibility highly, administrators rate this quality highest of all the personal characteristics. Such a response from administrators is a clear indication of some general problem in this area which requires clarification.

The lower importance assigned by college staff to punctuality is in contrast to the importance of this quality particularly for teachers. The pattern is similar though less marked in the data for block practice.

Recommendations

1. The consistency of the results obtained for college staff in block practice could serve as an illustration of the level of consensus which is attainable.

2. The difference between college staff and school administrators in their ratings of the importance of "open-mindedness" in college staff should be explored.

3. The particularly high rating assigned to "flexibility" of college staff in school studies, especially as viewed by administrators, needs to be clarified.

4. The need for punctuality by college staff is documented. The finding is not new or surprising, but is an indication of a continuing need for effort by college staff to consider the needs of others.

Professional Characteristics

General Trends

The general trends in these data include a strong indication that the complete set of thirteen items are perceived as important aspects of the role of college personnel in school studies and block practice. This is illustrated by the very small difference in ratings between the most important item (sound knowledge of the program) and the least important (academically well-qualified). All four groups provided average ratings over the thirteen items which exceed 4.2 on the five-point scale.

There is a high level of correspondence between the order of ratings for the two areas, school studies and block practice. For both areas the group of four most important and least important items contains the same items. The most important are:

- sound knowledge of the program
- interest in student development
- capacity for constructive criticism of students
- a willingness to share.

The four least important were:

- academically well-qualified
- organisational ability
- willingness to accept new ideas
- concern for children.

Group differences in the ratings of items produce a moderate spread of opinions for most items. A few items ranked as most important by all groups show small spreads of opinion. The general picture suggests that there are four moderately different sets of expectations of the role of college staff in these two fields, as regards the items in the "professional characteristics" set.

A third general trend places the lecturers' own opinion on the upper or lower extreme for many items. For six items in school studies and seven in block practice, the lecturers' opinion is alone at an extreme. If tied opinions are included, these figures become eight and thirteen respectively, with the seven ties involving all three other groups.

Conflict

Within the overall pattern of high levels of importance and close agreement between ratings for school studies and block practice, several differences between the two areas or between groups of respondents appear in the data.

Lecturers' awareness of potentialities is rated higher (overall fifth) in school studies than in block practice (overall eighth). Their skill in provision of constructive criticism is rated by lecturers themselves higher than others in block practice and lower than others in school studies.

The lecturers rate their knowledge of primary curricula and a primary teaching background lower than do the other groups in both school studies and block practice, and they rate a willingness to accept new ideas higher than other groups in both fields.

Recommendations

1. The general though moderate level of disagreement concerning this set of characteristics, together with the tendency for the lecturers' opinions to occupy extreme positions among the four groups, suggests that some general attempt at role clarification and subsequent rapprochement among the opinions of groups is highly desirable.

2. Within the context of such an endeavour, the contribution of curriculum knowledge and associated characteristics, such as a primary teaching background and teaching expertise, should be clarified in a way acceptable to all groups.

Procedural Characteristics

General Trends

The level of importance assigned to the fourteen items in the set of procedural characteristics varies markedly. The ratings for the most important items are above 4.6 on the five-point scale, while the lowest ratings are below 3.5.

There is a general tendency for levels of agreement among the four groups of respondents to be higher for items rated most important and to show greater disagreement for characteristics near the lowest overall rating.

Five characteristics are given high ratings in both school studies and block practice. They are:

- provision of constructive advice to students
- effective implementation of the program
- effective communication with others

- positive support for students
- regular visitation.

Three items receive the lowest ratings in both programs:

- evidence of thorough preparation
- delineation of the school's expectations
- display of a range of teaching strategies.

Some differences between ratings in the two programs are evident. Effective implementation of the program is rated more highly in school studies, while effective communication is rated more highly in block practice.

Conflict

One marked disagreement relates to the ratings given to the item "assess regularly". This item, for block practice, is rated rather higher by administrators and teachers than by students and college staff. For school studies, lecturers rate this item last, while the other three groups rate it at close to the same level as in block practice.

Marked disagreement is also depicted in the lecturer's role in stating the expectations of the school. In both programs, administrators give this item their second lowest rating. Students in particular give a higher rating to this characteristic or responsibility.

The disagreement among groups in relation to the treatment of students as fellow professionals is again highlighted in these results.

Recommendations

1. The role of the lecturer in assessment during school visits in the school studies program is understood differently by lecturers and the other groups. This aspect of the lecturer's role should be clearly communicated.

2. It is the apparent opinion of administrators that lecturers have little, if any, responsibility to communicate the expectations of the school in either program. While this is clearly perceived by all groups as a fundamental task for school administrators, these data suggest that the three other groups see a role for college staff in this area to a greater extent than administrators do. Clarification in this area, including the means by which administrators may communicate school expectations to college staff, should be undertaken.

3. The implication of the treatment of student teachers as professionals has emerged as requiring attention.

TEACHERS

Personal Characteristics

General Trends

The adjustments required to remove overall group differences from the data were small and similar in school studies and block practice. In both areas, students assign a slightly higher level of importance to teachers' qualities than do the other three groups of respondents, while teachers rate the importance of their own qualities rather lower than these are rated by students and college staff, and lower than administrators rate them in block practice.

In general, all the personality characteristics of teachers are seen as important so that there are only small differences between items. The principal differences between the ratings of characteristics in relation to block practice and school studies reflect the assessment role of the teacher in the former area. Teachers rate their approachability as their most important characteristic in each type of contact with students, but otherwise agree with the other groups of respondents in rating "co-operative" and "supportive" as more important in school studies than "fair" and "consistent". The reverse is the case in relation to block practice and the reversal is in accordance with the teachers' role in assessment in block practice.

Concord and Conflict

Despite the similarity in general trends, the ratings assigned to personal qualities of teachers by themselves and by others reveal a quite complex pattern of differences of opinion among the four groups regarding school studies. Teachers apparently tend to identify "fairness" as a quality required in evaluation, but rate it notably lower than the other groups do. They also provide at least marginally lower ratings than other groups for the qualities "understanding", "open-minded", "supportive" and "tactful". This suggests that they see themselves in a less personal relationship to students than other groups see as desirable.

Two groups, students and lecturers, rate some characteristics higher than the other groups. The differences are not great. Students assign the highest of the four ratings to "approachable", "supportive", and "considerate", while college staff assign highest ratings to "enthusiastic" and "open-minded". These differences would seem to simply reflect the different needs of the two groups.

A marked divergence in views appears in relation to three qualities which occur rather low in the overall order of priority. In relation to the three qualities "open-minded", "considerate" and "friendly", both students and college staff provide similar high ratings while both teachers and school administrators provide similar lower ratings.

The result obtained for the personal qualities of teachers in relation to block practice is remarkable for its consistency. The mean ratings assigned by the four groups of respondents are generally close together, suggesting a general consensus as to the personal characteristics, and by implication the role, of the teacher in block practice. The ratings assigned to characteristics by teachers tend to be neatly within the limits of expectation given by the means of the other three groups. The overall pattern suggests that teachers and others have very similar pictures of the teacher's role. This general harmony is not seriously marred by the lower rating for "flexibility" which is assigned by school administrators, given their responsibilities for the smooth running of school programs. Nor is it seriously disturbed by the lower rating assigned to "punctual" by college staff although there is no basis for suggesting that this may be defensive on their part.

Recommendations

1. It should be possible to utilise the strongly consistent image of the personal characteristics of teachers in block practice in a positive way. It could be used for publicity within this college at least. It could also provide a criterion of sorts, as an illustration of what can be achieved when roles are well-defined and established.

2. The lower level of consensus in relation to school studies suggests that the role of teachers in this program has not yet been clearly defined, or at least, that it is not defined in equivalent terms in the minds of the four groups involved in the program. The discrepancies are not particularly large, but could usefully be considered as one item in a review process.

Professional Characteristics

General Trends

The adjustments for group differences between the four types of respondents regarding this set of teacher qualities were quite small. As was the case in relation to personal characteristics, students assign the highest overall rating while teachers assign to themselves a rating lower than that assigned to them by the other groups.

In both school studies and block practice, all respondents assign a very high level of importance to six characteristics:

- willingness to share
- concern for children
- expertise in teaching
- sound knowledge of the program
- knowledge of the curriculum
- capacity for constructive criticism.

Of these characteristics, the lowest rating is assigned by all groups to the importance of academic qualifications for teachers. A "sound knowledge of the program" is rated as more important in school studies than in block practice.

Concord and Conflict

Teachers' views of the relative importance of these professional characteristics are generally in agreement with those indicated by the other groups. In relation to the importance of "concern for children" and "organising ability", teachers rate these characteristics higher than do the others. For block practice, "organising ability" is rated lower only by college staff, while the three other groups rate it lower than teachers do for school studies.

A wide divergence of opinions among groups occurs in ratings for "willingness to accept new ideas". This characteristic is seen as rather more important in school studies than in block practice, but in each of these areas, college staff and school administrators are far apart. In both roles, the college staff rate the characteristic notably higher and school administrators notably lower than the other two groups.

Recommendations

1. Special efforts should be made to communicate a "sound knowledge of the program" to teachers in school studies since a need for this is suggested by the higher rating given to this item by all groups.

2. The higher emphasis assigned to "organising ability" by teachers (especially as compared to college staff in school studies) suggests that the nature of such demands on teachers be clarified and communicated to the other groups involved.

3. The disparity between the opinions of college staff and school administrators on the need for "openness to new ideas" by teachers in school studies and block practice is probably the most dramatic feature of this body of data. A resolution of these disparate views of the teacher's role seems important in order to avoid the imposition upon teachers of significantly different role expectations from these two sources.

Procedural Characteristics

General Trends

The overall group differences which were extracted before producing the figures displaying procedural characteristics of teachers were again relatively small, reflecting primarily a conservative attitude by teachers to the importance of their own characteristics. The figures portray a wider range of opinions across the four groups of respondents than was recorded regarding personal or professional characteristics. This diversity in regard to ratings of procedural aspects of teachers characterises the data for both school studies and block practice. The apparently lower level of consensus in this area needs to be considered and interpreted. The trend may reflect nothing more serious than a genuine diversity of opinion in an area in which diversity is appropriate.

With only minor variations, the overall ranking of procedural items is very similar for school studies and block practice. In both areas, the provision of positive support and constructive advice and the use of a wide range of teaching strategies are seen as most important. The ranking for "visits school regularly" reflects simply the unsuitability of this item in connection with teachers. For block practice, teachers give a higher priority to regular assessment of students than do other groups, reflecting their concern and involvement in assessment during block practice.

One further general aspect of these data is especially noteworthy. There is a strong tendency for the average self-rating by the teachers to "tread the middle ground" among the views reported by the other three groups. This is particularly the case for the many items in which the relative importance of an item is a matter of opinion or judgment. This suggests that teachers perceive and respond to several sets of expectations and construct a role description which reflects the expectations of administrators, college staff and students.

Conflict

As was noted above, there is a fairly wide divergence among the responses of the four groups on many of the items. There are, however, several items in which the spread of opinion is particularly wide.

In relation to both block practice and school studies, there is considerable variation in the importance attached to item 3 ("visual evidence of thorough preparation"). In each case, this item is ranked highly by administrators and far lower by students, with college staff and the teachers themselves providing intermediate ratings. Slightly less dramatic is the extent of disagreement concerning the importance of the teacher in "implementing the program effectively" (item 13). The pattern of responses is similar for school studies and block practice and it suggests that college staff and administrators see this as part of the teachers' role to a greater extent than teachers and students do.

The extent to which students should be treated by teachers as fellow professionals again attracted remarkably diverse responses from the four groups in equivalent patterns for school studies and block practice.

Recommendations

1. The nature and extent of the teacher's role in the implementation of the two programs should be clarified. There would seem to be a need to clearly distinguish the teacher's role and that of school administrator in this regard. It is possible that the question has tapped a global perception which will be addressed in various ways by other efforts at clarification.

2. The disagreement among groups regarding the importance of "visual evidence of thorough preparation" may well be a matter of personal preference and par-

ticular styles in schools. In any case, there is no indication that the importance of this item is differentiated in responses to school studies and block practice. Yet the needs of the college student in the two programs are very different. In school studies, such preparation is material with which the student is to work and is thus specifically required as input to college work. In block practice, the supervising teacher's preparation serves as an exemplar and stimulus.

3. The trend for teachers' responses to lie between those of other groups suggests that teachers are in a position in which a variety of role expectations is placed upon them and that they attempt to negotiate a path which responds to these expectations. Divergences among those expectations will result in insoluble sources of stress which are likely to be experienced in a particularly immediate and persistent form by teachers. Efforts to resolve such differing expectations should have the highest priority.

ADMINISTRATORS

Personal Characteristics

General Trends

There is a high degree of commonality in the profiles of administrator's personal characteristics for school studies and block practice. They see themselves as required to be approachable, supportive, fair and co-operative and consistent. In accord with their evaluative role in block practice, fairness is seen as relatively more important in this role.

Overall rankings place (in order) understanding, enthusiasm and tactfulness as a second group of desirable qualities, with punctuality, consideration, open-mindedness, flexibility and friendliness as qualities of lesser importance to their role.

The raw group means show that there is a slight difference in block practice ratings with students and administrators rating the importance of administrators a little higher than teachers and college staff do. In school studies, students rate the importance of qualities of administrators noticeably higher than do any of the other three groups.

Concord and Conflict

While there are some differences between administrators and other groups which will be dealt with below, the general trend of other groups agrees quite closely with the administrators' pattern of responses, particularly in relation to block practice.

Two major areas of difference are clear. In school studies, in spite of overall adjustment and general similarities in trends, administrators apparently perceive their personal characteristics as being of lesser importance than do the three other groups.

The second major difference is between the college staff and the administrators' perception of the importance of personal qualities of administrators. Where there is a wide spread of opinion concerning the importance of a characteristic, the extreme positions tend to be occupied by administrators and college staff.

In block practice, administrators, of the four groups, rate their co-operativeness, enthusiasm, tactfulness and punctuality higher than the other three groups, and in three of those four cases, enthusiasm being the exception, college staff rate these characteristics lowest of the four groups. For open-mindedness and flexibility, college staff provide the highest group rating and administrators the lowest rating for the two items.

For characteristics of administrators in relation to school studies, there is a similar tendency in nine of the thirteen items. Administrators and college staff occupy outer

positions of the four groups. There is also a strong tendency for college staff to attribute more importance to the characteristics of administrators than the administrators themselves do, with the exception of punctuality for which the reverse is the case.

Recommendations

1. The source of the relatively high importance assigned by students to the personal characteristics of school administrators should be examined. It suggests that students perceive administrators as more important and influential in school studies than is the case for the other three groups.

2. There is apparently a serious and quite general discrepancy between college staff and administrators as to the desirable characteristics of administrators. This discrepancy is present in relation to block practice but is much more marked in school studies. Means should be found of overcoming this discrepancy.

Professional Characteristics

General Trends

For these thirteen characteristics, there is a strong agreement in the ordering obtained for block practice and school studies. The overall importance attached to these characteristics of administrators varies only slightly between the four groups with students providing the highest overall rating in each case. There is also a strong tendency for students to rank all characteristics at closer to the same level than is the case for other groups.

With the exception of "academic qualifications" which is rated least important of the professional characteristics of administrators, the remaining twelve characteristics are all rated as very important with only a gradual decrease from the most important characteristics (knowledge of the program, curriculum knowledge, organisational ability and concern for children) to those rated relatively lower (primary teaching background and willingness to accept new ideas).

Conflict

The administrators attribute greater importance than do other groups to curriculum knowledge, expertise in teaching and a primary teaching background in relation to block practice. In school studies, they rate organisational ability and theory-practice relationships higher than the other three groups.

Recommendations

1. The higher emphasis placed by administrators on organisational skills in school studies suggests that the tasks involved in this area need to be investigated and clarified.

2. The discrepancy between college staff and administrators is less marked in this area than in relation to personal characteristics. Given the need for role clarification which was identified in that area, several additional aspects should be included. In school studies, lecturers apparently expect a higher level of willingness to accept new ideas than administrators see as called for. There is an inconsistency between these expectations of lecturers and their lower ratings for experience in teaching. In block practice, particularly, administrators see this as a very important characteristic, while college staff rate it second lowest in both block practice and school studies.

Procedural Characteristics

General Trends

The characteristics involved in this set attracted a wider range of responses than is the case for Personal or Professional Characteristics. Omitting the lowest ranked item, "Visit school regularly" which applies properly only to college staff, the remaining thirteen items cover a wider range than is the case for the two previous sets of items.

The overall trends order items identically at the extremes for block practice and school studies. The need for administrators to show organisational skill, to state the school's expectations and communicate effectively are placed highest on each list, and items 8 to 14 are similarly ordered in both cases. The general trend ranks "organising time" higher in importance for school studies and "advises constructively" higher for block practice.

These differences are reflected in the administrators' rankings even more strongly. They rank "organising time" equal second in importance for school studies and "advises constructively" second in importance in block practice. They also rank "providing positive support" higher than do other groups and "treating students as fellow professionals" is ranked lower.

Conflict

The results for this set of items display a number of areas of most marked disagreement between groups of respondents. The differences are similar in block practice and school studies, though much more marked in the latter area.

Administrators themselves and teachers see it as the administrator's role to state the school's expectations in block practice and school studies while students, and more particularly college staff, assign a lower rating to this function. It is not clear whether this implies a lower rating by college staff of school expectations or of the role of administrators in stating these.

The treatment of students as professionals is seen as of much higher importance by college staff and students than by administrators.

A group of three characteristics show strong disagreement between administrators and college staff regarding desirable characteristics of administrators. For block practice, administrators attach a relatively high importance to "advises constructively", "provides support", and "assesses regularly" and rate these three in a roughly similar manner for school studies. College staff apparently see these functions of school administrators quite differently. The ratings for these items by college staff are clearly lower in block practice and remarkably lower in school studies.

Recommendations

1. The role of the expectations of the schools in both block practice and school studies should be clarified, as should the place of administrators and college staff in stating these expectations to students.

2. The meaning attached to "treating students as professionals" by each of the four groups of respondents should be further explored. The disagreement is so strong that the possibility of quite different meanings should be explored, including the treatment of students as professionals by college staff in college courses.

3. The role of administrators in providing advice, support and assessment of students, particularly in school-based studies, must be defined by some

authoritative group. In school studies, it appears that either administrators, students and teachers are correct in the role they assign to administrators or that college staff are correct.

SCHOOLS

General Trends

There are only minor differences among groups in overall level of their responses to the set of fourteen school characteristics. Students and college staff provide slightly higher ratings overall than do school administrators and teachers.

The ratings assigned to the characteristics ranged from very high (4.7 for "an atmosphere conducive to learning") to quite low in the context of this study (3.0 for "common staff/student staffroom"). Across this range, the items are ordered almost identically for school studies and block practice. The only reversal is for "well-maintained grounds" (eleventh for school studies and twelfth for block practice) which exchanges these places with "ommunity involvement" in the two areas.

The differences of opinions reported by groups are generally moderate in block practice but larger for school studies.

Conflict

Given the equivalence of overall ratings and the strong correspondence also between the two ratings (for school studies and block practice) provided by each group for each

Students provide few responses which differ strongly from other groups. They provide the highest ratings among the four groups for "accessibility" and the "adequacy of space and facilities". They provide the lowest of the four group ratings for "clarity of school philosophy" and for "high staff morale".

College lecturers provided the highest ratings for "flexible organisation", "overall school involvement" and "staff/student common rooms". They provide the lowest ratings for "staff experienced at the school", "accessibility" and "high staff/pupil ratios".

Administrators rate several items higher than other groups. In some cases, this higher rating is shared with other groups in one of the two programs. The high ratings included:

- atmosphere conducive to learning
- a clear school philosophy
- community involvement
- well-maintained grounds.

They place lowest importance, out of the four groups, on:

- adequacy of equipment and resources
- flexibility of organisation
- (by a large margin) the involvement of all members of the school.

Teachers provide relatively higher ratings for the importance of two items:

- the adequacy of equipment and resources
- high staff/pupil ratios.

They provide low relative ratings for:

- community involvement

common staff/student staffrooms.

Recommendations

Most of the differences reported above are most easily interpreted as representing viewpoints or needs of the particular group most immediately affected by or responsible for the characteristic involved. In addition, a number of the items are not potentially modifiable within the programs involved in this study.

Several findings could be clarified or further investigated.

1. The response of administrators to the item regarding the involvement of the whole school in the programs may need clarification. It may represent a real desire to limit the effect of participation in one of these college programs or it may reflect a pragmatic concern for their staff and the requirement of making such involvement by particular staff members a matter of formal agreement subject to college funding.

2. Teachers' negative response to the sharing of staffrooms with students is clearly indicated in the data. Since this is not a universal practice, some sharing of experiences by staff in schools with the two provisions could be productive.

3. The tendency for each group to respond to these items in a manner which reflects only their own needs may be a reflection of the instructions used in this research. If, however, it is a reflection of the general approach of individuals, then a major and continuing effort is required to support the development of a greater sense of unity of purpose in both school studies and block practice participants.

THE FORMATION OF TEACHERS OF READING

J.W. Lennon (Convener), A.K. Albion, G.M. Bohane, W.J. Foster, D.S. Green, P.S. Inglis, D.P. Jones, J.D. Lange, D.R. Massey, J.H.G. Smith, H.M.C. Williams,
Brisbane College of Advanced Education

INTRODUCTION

"A Longitudinal Study of the Formation of Teachers of Reading" is an evaluation of the effectiveness of the college/field-based Diploma of Teaching offered by Brisbane College of Advanced Education (Carseldine Campus) in preparing teachers for the teaching of reading.

Since reading proficiency is of the utmost importance to the child, teacher preparation courses have focused on ways of improving the teaching of reading, resulting in a critical examination of courses designed to prepare teachers of reading. The study described in this report involves an evaluation of the effects of preparing potential teachers in a context where theoretical considerations and practical applications are linked in a field-based model of teacher education. Previous research has highlighted the need for teacher preparation programs which blend theoretical and experiential components to ensure that theoretical knowledge becomes more functional for beginning teachers. A basic requirement of courses contributing to the formation of teachers of reading is to provide graduates teaching experiences articulated with a program of professional studies to achieve a "theory into practice" focus for the teaching of reading.

This study has attempted to provide information about teachers' conceptualisation of reading instruction and to produce an effective instrument for measuring teachers' knowledge, attitudes and approaches to reading.

In assessing the effectiveness of a college instructional and practical teaching program, attention has been given to comparing the understandings and practices of students with those of teachers who have been in the field for some time. These lines of investigation are consistent with the findings available about the significance of the teacher in implementing a reading instruction program.

It is the teacher, rather than materials and approaches, who is the critical variable in ensuring instructional effectiveness in reading (Bond and Dykstra, 1967). Shulman and Eistein (1975) identified effective teachers as those who are engaged in information

processing which entails making decisions from guidelines. The most important factor underlying this process was isolated by Brophy and Good (1974) as the teacher's conceptual base.

Present knowledge of teachers' conception of reading may be summarised as follows:

> "Teachers do have conceptions of reading, most teachers have more than one conception of reading, teachers explain their instructional decisions with categorisable statements that represent 'non-reading' conceptions, some teachers possess more complex conceptions than others, teacher conceptions seem to vary in stability from teacher to teacher, a teacher's reading conception may be related to the grade level and student ability levels, and teachers modify and change their conceptions of reading and reading instruction over time." (Bawden, Burke and Duffy, 1979, p.1).

To come to terms with evaluating the efficiency of reading education in a field-based model it was necessary to measure the student teacher's "conception of reading". Barr and Duffy (1978) define conceptualisation of reading as a "set of principles which teachers use to make decisions in managing and conducting a reading program" as distinct from a particular theoretical model.

Determination of the principles embodied in the "concept of reading" was on the basis of information gained regarding student and teacher levels of knowledge, range of attitudes and breadth of classroom applications relating to the teaching of reading. The investigation covered three phases of the transition from the previous model of teacher education at North Brisbane College of Advanced Education to the Carseldine field-based model designed to enable student teachers to enter classrooms as beginning teachers of reading, capable of developing strategies and preparing programs suitable for all levels of the reading process.

METHODOLOGY

North Brisbane College of Advanced Education instituted a field-based model for the preparation of teachers in 1979 and this program of teacher education was continued on the Carseldine Campus after the amalgamation of four colleges of advanced education into a single multi-campus college. The first graduates of this Diploma of Teaching entered the teaching profession in 1982.

Designed in three phases, this evaluation research used as data for analysis information gained regarding student and levels of knowledge, range of attitudes, and breadth of classroom applications relating to the teaching of reading.

Phase I, 1980, was primarily concerned with development and trial of instruments designed to gauge knowledge, attitudes and approaches. Samples were drawn from third-year Diploma of Teaching students (old course) and experienced teachers.

Phase II, 1981, involved using revised instruments and applying them to samples of experienced teachers, two groups of third-year Diploma of Teaching students (new field-based course) and first-year teachers (last graduates of old course).

In Phase III, 1982, the instruments were applied to the first groups of graduates from the field-based diploma.

Thus, data for the investigation were obtained from the following five groups:

Group 1

Final-year students undertaking field-based course in 1981, but who had not undertaken the school-based reading education units in the third year of their course. Students were surveyed after five semesters and had experienced two reading-language arts units (N=31).

Group 2

Final-year students undertaking the field-based course in 1981 and who had undertaken the school-based reading unit, School-Based Reading Education, were surveyed after five semesters and had also experienced two reading-language arts units (N=68).

Group 3

Beginning teachers 1981. These were graduates from the solely college-based reading-language arts units (N=43).

Group 4

Beginning teachers 1982. These graduates of the field-based program had completed reading-language arts units including the third-year school-based reading education units (N=46).

Group 5

Experienced teachers. These consisted of a sample of teachers who had at least two years of teaching experience (N=85).

One-way analyses of variance (ANOVAS), followed by Scheffe pair-wise comparisons were used to test for group differences on sixty-one questionnaire items. In addition, a number of pre-planned comparisons between particular groups was also made.

With the exception of seven comparisons involving five items, all of the significant differences between groups involved group 5, the experienced teachers.

CONCLUSIONS AND IMPLICATIONS

Summary of findings

In summary, the results of the study support the following conclusions:

1. Experienced teachers' views about the reading process differed from the other four groups involved in the study. In particular, the most differences occurred between the experienced teachers (those who had had the least, if any, exposure to the views of reading emphasised by the school-based reading course) and the students who had recently completed the school-based reading course (those who had had the most recent and intensive exposure to these views).

2. There were some significant differences, even among the experienced teachers, about the nature of the reading process.

3. Final-year students who were yet to undertake the school-based reading course differed, in some respects, from students who had completed the course.

4. There were no significant differences in views about the reading process between the students who had recently completed the school-based reading course and those same students after teaching in the schools for several months. This result shows that their views about reading were maintained while being exposed to the socialising influence of the schools.

5. There were no significant differences between beginning teachers who had completed the previous campus-based reading course and those who had completed the school-based course. In other words, the campus-based and school-based courses produced teachers whose views about the nature of the reading process were similar.

6. Students who had recently completed the field-based reading course differed

significantly on one item from the beginning teachers who had completed the campus-based reading course. Students who undertook the field-based reading education program disagreed with the use of a systematic phonic skills approach while beginning teachers who graduated from the campus-based reading course agreed moderately with an approach based on phonic skills.

7. Scrutiny of the significant differences that occurred among the students who had just completed the school-based course and the other four groups revealed the following pattern:

   - The recent school-based graduates differed in most respects from the experienced teachers.
   - They differed on several items with third-year students who had not yet done the school-based reading course (i.e. those who would have had some exposure in the first two years of their teacher education course to the school-based reading course ideas).
   - They differed significantly on only one item from beginning teachers who had done the campus-based reading course (i.e. those who had been exposed to the same ideas about the reading process but who had been taught in a different format, the on-campus model).
   - Finally, the recent school-based reading course graduates did not hold significantly different views from the school-based course graduates who had completed the course and had been teaching in the schools for several months.

8. There were twenty-six of the sixty-one items on which there were no significant differences among the five groups involved in the study. Thus, in some respects, each group was like all the other groups, and in other respects, each group was like some other groups.

Consideration of Group Differences in Detail

Experienced Teachers vs All Other Groups

It was previously noted that the experienced teachers' views about reading differed from the other four groups. In this section a more detailed examination is made of these differences. First, the results of the ANOVAS and Scheffe tests are considered, followed by the results of the combined group comparisons.

(a) *Experienced teachers (Group 5) and students after the school-based course (Group 2)*

Of the seventy-two significant differences between groups, in all, sixty-five involved differences between the experienced teachers and one of the other four groups, thirty-four of these differences were between experienced teachers and the students who had recently completed the school-based courses. Thus, the majority of differences occurred between the group who had had the least exposure to the ideas espoused by the school-based course, the experienced teachers, and the group who had had the most recent exposure.

An analysis of the items on which the two groups differed indicated that:

- the school-based course graduates placed less emphasis on basal materials as a means of teaching reading
- the school-based course graduates placed less importance on a skills approach to the teaching of reading, in particular a phonics approach. This shows that students within the school-based course viewed reading as a multi-cueing system in which phonics is only one cueing system used by readers

- the school-based course graduates agreed more strongly than the experienced teachers that reading is not a precise process in which -
  - every word has to be read
  - errors are not made
  - risk-taking is not considered appropriate behaviour
- the school-based course graduates believed more strongly than the experienced teachers that reading should be taught in a functional, integrated manner
- the school-based course graduates placed a greater emphasis on meaning (context) cues in the teaching of reading
- the school-based course graduates believed more strongly than experienced teachers in the use of children's interests and children's literature as a basis for the teaching of reading.

The overall conclusion to be made about these results is that the recent graduates of the school-based course appreciated that reading is a language activity and a multi-cueing system in which students focus on meaning and engage in predicting and risk-taking behaviours. The use of text with interesting, quality language was seen as the most appropriate means of developing reading abilities. This is very much in line with views of Goodman (1971), Cambourne and Rousch (1980) and Smith (1978).

(b) *Experienced teachers (Group 5) and students before undertaking the school-based reading unit (Group 1)*

An examination of the items on which these two groups differed significantly reveals that the students who had not done the school-based reading course were less in favour than experienced teachers of a "basal" approach, e.g. the belief that reading should be based upon pupils' interests, that reading should be integrated with other subjects, that children should be able to choose stories they want to read during the regular reading period and that children should be encouraged to read good children's literature.

These results may reflect the influence of the pre-requisite units in reading-language arts which had established certain basic understandings of the reading process. The results suggest that teaching in the first- and second-year reading-language arts courses was consistent with the major emphasis within the third-year school-based reading education unit.

(c) *Experienced teachers (Group 5) and beginning teachers (Group 3)*

Beginning teachers who received instruction in reading in the campus-based course differed from the experienced teachers in the following ways:

- they placed less emphasis on a skills approach
- they placed more emphasis on meaning and context cues, the importance of students' interests and good literature, and the use of prediction and risk-taking behaviours in learning to read.

(d) *Experienced teachers (Group 5) and school-based course graduates (Group 4)*

The results show that, as with the 1981 beginning teachers, the 1982 beginning teachers believed more strongly than the experienced teachers that:

- there should be less emphasis placed upon a skills approach
- there should be more attention focused on meaning and contextual cues, consideration of children's interests, and the use of risk-taking behaviours.

(e) *Combined group comparison*

As well as testing for differences between discrete groups, analyses were also performed to test for differences between combined groups. These analyses showed that experienced teachers differed from the other students and teachers involved. In particular, the experienced teachers differed from the following combined groups:

- all those who had done the school-based or campus-based college course
- all those who had done the school-based course
- both groups of beginning teachers.

These results demonstrate that the college courses (school-based or campus-based) have been responsible for the development of firm beliefs about the teaching of reading and that these beliefs are being maintained once the students enter the schools as teachers. The extent to which these beliefs are maintained over time should be the focus of further follow-up research.

Differences among Experienced Teachers

The results from the analysis of the views of the experienced teachers are consistent with the other results. They indicate that the experienced teachers with the least experience differed from the more experienced teachers on three items. The least experienced teachers put less stress on the use of phonic skills and word recognition skills and placed more emphasis upon allowing children to choose their own stories during the regular reading lessons.

Student Teachers who had not Completed the School-Based Reading Course (Group 1) and Those Who Had (Group 2)

Although there were only three items on which students who had completed the school-based reading unit and those who had not differed, the items are important ones which reflect a major thrust of the school-based course. They were concerned with the importance of focusing on meaning, comprehension and risk-taking behaviour when teaching reading.

Another set of results is pertinent: the comparison between the students before the school-based reading education unit and the combined group of people who had completed the school-based reading unit. These results show that the students before the reading education unit differed significantly from the school-based course graduates on seven items: the three items previously discussed plus four others. The four other items show that the group who had not completed the reading education unit did not agree with an approach which emphasised:

- the use of a basal text
- guided reading lessons
- word recognition skills
- word-perfect reading.

Students who had completed the unit disagreed with such approaches even more strongly.

Recent Graduates of the School-Based Course (Group 2) and School-Based Graduates in their First Year of Teaching (Group 4)

An important finding of this study was the failure to obtain any significant differences between the students who had recently completed the school-based reading course and the school-based graduates in their first year of teaching. This finding demonstrates that the views of reading which the students had acquired as a result of the

school-based reading course had been maintained upon entry into the classroom. As we noted earlier, however, we do not know how long such views will persist or if, in fact, they will be strengthened.

School-Based Graduates (Group 4) and Campus-Based Graduates (Group 3)

At the level of developing beliefs about reading, the college- and school-based approaches produced teachers with similar views about the nature of reading.

This finding indicates that both the school-based and campus-based reading courses were equally successful in producing students whose views of the teaching of reading were in accord with those enunciated in the course.

Even though both groups of beginning teachers held similar views, it would be interesting to know if such beliefs were translated into practice in a similar manner. The present study, which dealt with the ways in which student teachers and beginning teachers conceptualised the teaching of reading, is unable to answer this question but it is an issue worthy of further investigation.

Further research which goes beyond the study of student teachers' and beginning teachers' conceptions of reading will be necessary to determine whether there are measurable differences between graduates of school- and college-based courses in terms of:

- ability to develop reading-language strategies
- ability to design and develop reading-language programs.

Recent Graduates of the School-Based Course (Group 2) and Beginning Teachers who were Graduates of the Campus-Based Course (Group 3)

There was only one item on which there was a significant difference between these groups. The item was that "all children should be systematically taught to use phonic skills". The recent school-based graduates showed moderate agreement. Despite considerable exposure during the school-based program (i.e. working in a classrooms for one day a week for three semesters of the diploma), graduates of that course were shown to resist the influence of experienced teachers to support strongly the emphasis on phonic-based approaches to the teaching of reading. It is interesting to note that after six months as beginning teachers, this group exhibited no significant difference in their views on this particular approach to teaching reading when compared with campus-based reading course graduates. It might be suggested that upon appointment, all beginning teachers come under the strong socialising influence of school policy, philosophy and practices relating to the teaching of reading.

School-Based Course Graduates (Group 2) and All Other Groups

An analysis of these data clearly indicates that the greatest differences occurred between those students who had recently completed the school-based reading course and experienced teachers, i.e. between those students who had extensive, recent exposure and those who had little, non-recent exposure to the ideas in the school-based course. In addition, this comparison indicates that those students who had recently completed the school based course differed:

- in some respects (three items) from students who had yet to commence the third-year school-based reading course
- on only one item from the school-based graduates
- in no respects from the 1983 beginning teachers.

Similar Views held by All Groups

A comparison of all groups also indicated a degree of agreement on certain items. All groups regarded functional aspects of learning to read as important. In addition, all respondents emphasised the importance they placed on reading for meaning at all stages of teaching reading.

Implications of the Study

From this study into the formation of teachers of reading, it is clear that student teachers of both the present school-based program and the previous campus-based courses in reading education held views consistent with a psycholinguistic model for the teaching of reading. It is of interest that these student teacher viewpoints varied markedly from the reading approaches supported by experienced teachers. In line with previous studies by Duffy and Metheny (1978, 1979), the beliefs of student teachers and beginning teachers tended to be pupil-centred whereas experienced teacher beliefs supported more structured, skills-based approaches to the teaching of reading.

The disparity between the view of beginning teachers and that of experienced teachers is of importance because experienced teachers are "the significant others" in the process of socialising young teachers entering the teaching profession. It appears that this socialising influence of experienced teachers towards content-oriented approaches is contained by the positive working relationships established jointly by the schools in which school studies are undertaken and college lecturing staff working in the area of reading education. However, the study did reveal one instance - the emphasis on systematic phonic instruction - where, in the induction year, beginning teachers were being socialised towards the stance which this research showed was consistently being taken by experienced teachers.

Therefore, a number of critical questions still remain to be addressed before there will be a complete understanding of the pre-service and in-service development of teachers of reading. It is apparent that further research needs to look beyond perceived beliefs about knowledge, skills and attitudes to the actual performance of student teachers, beginning teachers and experienced teachers in order to gauge:

- student teacher ability to design, implement and evaluate reading-language programs consistent with current psycholinguistic models
- the durability of beginning teachers' knowledge, beliefs and attitudes in the teaching of reading during the early years of teaching
- the possibilities of staff development programs to explore the need for more congruence in the viewpoints of young teachers and their experienced colleagues
- the nature of the relationship between the beliefs and attitudes about reading and the actual behaviours and practices of teachers engaged in the teaching of reading.

BIBLIOGRAPHY

Barr, R. and Duffy, G. (1978) *Teacher's Conceptions of Reading: The Evolution of a Research Study*. Research Series No. 17. Michigan: Institute for Research on Teaching, Michigan State University.

Bawden, R., Burke, S. and Duffy, G. (1979) *Teacher Conceptions of Reading and Their Influence on Instruction*.Research Series No. 47. Michigan: Institute for Research on Teaching, Michigan State University.

Bond, G. and Dykstra, R. (1967) "The Co-operative Research Program in First Grade Reading Instruction." *Reading Research Quarterly*. Vol. 2, No. 4, pp. 5-126.

Brophy, J. and Good, T. (1974) *Teacher-Student Relationships: Causes and Consequences*. New York: Holt, Rinehart and Winston.

Cambourne, B. and Rousch, P. (1980) "There's more to reading than meets the eye". *Australian Journal of Reading*. Vol. 3, No. 7, pp. 107-114.

Duffy, G.G. and Metheny, W. (1978) The Development of an Instrument to Measure Teacher Beliefs About Reading. Paper presented at the Annual Meeting of the National Reading Conference, Petersburg Beach, Florida, 30 November-2 December.

Duffy, G.G. and Metheny, W. (1979) *Measuring Teacher's Beliefs about Reading*. Research Series No. 41. Michigan: Institute for Research on Teaching, Michigan State University.

Goodman, K.S. (1971) Linguistics and Reading. *Encyclopaedia of Educational Research*. Vol. 7, pp. 391-396. New York: Macmillan and Free Press.

Shulman, L.S. and Eistein, A.S. (1975) "Studies of problem solving, judgement and decision-making". In P.N. Kerlinger (ed.). *Review of Research in Education, 3*. Chicago: Peacock.

Smith, F. (1978) *Understanding Reading* (2nd Edition). New York: Holt, Rinehart and Winston.

ISBN 0815 7243